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ABSTRACT

The Massachusetts Public School Improvement Act of 1985 charges the Board of Education's Early Childhood Advisory Council with conducting a comprehensive study of future trends in early childhood programs and reporting the findings to the Board of Education annually. This second report provides information in the following areas: (1) national early childhood initiatives; (2) progress on last year's recommendations concerning future trends; (3) results of a survey of early childhood programs offered through Massachusetts public schools; and (4) current directions in affordability, salaries, and quality of early childhood programs. In response to the findings, the advisory council made recommendations in four areas: administration and policy; funding; technical assistance; and staff development. Appendices include the survey, a chart of the distribution of survey responses, data from the Chapter 188 Early Childhood Program, and a table of kindergarten entry ages in Massachusetts public schools. Contains 33 references. (RH)

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FUTURE TRENDS IN EARLY CHILDHOOD PROGRAMS

December 1987

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Members of Future Trends Subcommittee

Edgar Klugman, Chairperson
Jan Anderson
Sandy Butzel
Miriam Kronish
Eleanor Ashton
Cyndi Loomer
Jeri Robinson
Angela Ferrario

Assisted by: Ada Pollock
Early Childhood Specialist
Bureau of Early Childhood Programs
Massachusetts Department of Education

With assistance from: Joyce Wu
Ellen Cullen
Rosemary James
Jori Martinez
Laura Salomons

Massachusetts Department of Education
Bureau of Early Childhood Programs
Carole Thomson, Director

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December, 1987

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EXECUTIVE SUMMARY

The Massachusetts Public School Improvement Act of 1985 charges the Board of Education's Early Childhood Advisory Council with conducting a comprehensive study on future trends in early childhood programs and reporting the findings to the Board of Education annually.

This second report provides information in the following areas:

- national early childhood initiatives
- review of progress on last year's Future Trends recommendations
- results of a survey of early childhood programs offered through Massachusetts public schools
- current directions in affordability, salaries and quality of early childhood programs

Major Findings

- 43% of Massachusetts school systems responding to the survey changed their kindergarten entry age requirement during the last five years. Of the school systems that changed the entry date, 98% now require children to be older upon entry into school.

- The traditional half-day kindergarten program is the most common schedule in school systems responding to the survey. 71% of the school systems have children switch sessions (a.m. to p.m. or p.m. to a.m.) at mid-year.

- Extra-year programs are provided by 24% of the reporting school systems for children who are considered "not ready" for kindergarten and by 37% of the systems for children considered "not ready" for first grade.

- While school systems are required by law to provide services for 3- and 4-year old children with special needs, 34% also provide programs for preschool children without special needs.

- Some form of optional before or after school child care programs is provided by 29% of the responding school systems. 97% of the school systems that provide care offer it after school and 39% provide school age child care both before and after school.

- A variety of public school administrators including principals, early childhood coordinators, and special education directors among others are responsible for early childhood program coordination.

- Locating suitable facilities for early childhood programs is noted as a problem by many school systems.

- The continued lack of equal access to early childhood programs creates an opportunity gap among children even prior to entry into public school.

Recommendations

In response to these and the other findings in the report, the Early Childhood Advisory Council has made recommendations in four areas: Administration/Policy, Funding, Technical Assistance, and Staff Development. These recommendations are listed in Section III.

MASSACHUSETTS EARLY CHILDHOOD ADVISORY COUNCIL

December 18, 1987

Dear Board of Education Members,

It is with pleasure that the Early Childhood Advisory Council presents to you its second report on Future Trends in Early Childhood Programs which will focus on local and statewide early childhood efforts. Early childhood education continues to be at the forefront of educational reform in many states, and the need for high quality child care has become a common concern. In this letter, we would like to highlight several important national initiatives which may have ramifications for the Commonwealth in future years and to review progress on the recommendations made in last year's Future Trends report.

PROPOSED FEDERAL LEGISLATION

The Act for Better Child Care (A.B.C.), sponsored by Senator Christopher Dodd (Connecticut) and Representative Dale Kildee (Michigan), proposes to make funds available to states for parent child care subsidies, for extension of existing part-day programs, and for enhancement of existing early childhood programs. Senator Edward Kennedy (Massachusetts) has sponsored a bill, the "Comprehensive Child Development Centers Act", which proposes to expand the Head Start program to serve children from infancy through school age. The "Child Care Services Improvement Act", sponsored by Senator Orrin Hatch (Utah), proposes to provide funds for the development of early childhood programs, assistance to programs in obtaining liability insurance, a revolving loan fund, and tax incentives to child care providers.

COMMITTEE FOR ECONOMIC DEVELOPMENT REPORT

Seeing them as an economic solution to some of the nation's problems, the business community has demonstrated recent interest in supporting early childhood programs. The Committee for Economic Development, a research and education organization composed of the nation's top business leaders and presidents of major universities, recently published a report "Children in Need - Investment Strategies for the Educationally Disadvantaged". In its report the Committee states that efforts directed toward parents and children from prenatal care through age five have long-range benefits for society. Such efforts include:

- prenatal and postnatal care for pregnant teens and other high risk mothers, and follow-up health care and developmental screening for their infants
- family health care, nutritional guidance, and parent education for mothers and fathers
- quality child care arrangements for low-income working parents
- quality preschool programs for all disadvantaged three- and four-year olds

REVIEW OF LAST YEAR'S RECOMMENDATIONS

In its 1986 Future Trends report the Early Childhood Advisory Council made recommendations in four key areas. We would like to take this opportunity to review progress made on last year's recommendations during the past year by the Massachusetts Board of Education, Department staff and the Early Childhood Advisory Council. In the final section of this year's report we present new recommendations as well as some continuing recommendations from last year.

I. ADMINISTRATION/POLICY

The Early Childhood Advisory Council commends the Massachusetts Board of Education for establishing the Bureau of Early Childhood Education and for increasing the number of regional center early childhood staff. The Council views both of these actions as critical to the achievement of the Board's early childhood goals and objectives.

Inter- and intra-agency collaboration were important themes throughout last year's recommendations. Through the activities of the new Bureau of Early Childhood Education which integrates special education and regular education programs, we believe that increased collaboration among these programs at the state and local levels will be fostered. During the past year, collaborative projects with other state agencies, professional associations and other groups, including Head Start, have enhanced the Department's early childhood efforts.

II. FUNDING

While the Council was pleased with the Board's request of additional funds for the Chapter 188 Early Childhood Program, the fact that the funding level for Fiscal Year (FY) 1988 remained the same as for FY 1987 was disappointing. The transformation of the Chapter 188 planning grants that were awarded in FY 1987 into FY 1988 implementation grants created a dramatic increase in the demand for Chapter 188 Early Childhood funds--a demand which exceeded the funds available.

Last year the Council recommended as priorities programs for three- and four-year olds and enhanced kindergarten programs. The statistics from this year's implementation grants are impressive in light of the recommended priorities. 44.1% of the funded programs are serving three- and four-year olds and 31.9% of the programs are enhancing kindergartens. Figure 1 in Appendix C illustrates the increase in the percentage of preschool programs funded in FY 1988.

In addition, we recommended that the Board encourage the development of programs serving children from linguistic minority backgrounds and children with special needs in mainstreamed settings. We are pleased that this year 23 programs are providing services for limited-English proficient children and 52 programs are serving young children with special needs in a mainstreamed setting.

III. TECHNICAL ASSISTANCE

The Council sees technical assistance as key to the successful implementation of the Board's Early Childhood Policy. The increase in early childhood staff at the Department's regional centers has strengthened the Department's capacity to provide technical assistance to school systems. The Council has been especially interested in the regional "networking meetings" for school system staff, local advisory council members and other early childhood professionals. These networking meetings provide opportunities for those working on local early childhood initiatives to meet with their colleagues from other communities to discuss common issues and concerns.

The Council has also been interested in how other Department programs have supported local early childhood efforts. For example, the **Horace Mann Teacher Program** has supported the work of approximately 500 preschool through first grade teachers. The **Commonwealth Leadership Academy** is planning to sponsor an Early Childhood Leadership Institute for school administrators during FY 1988. The **Lucretia Crocker Program** and the **Commonwealth Leadership Academy Fellowship Program** have supported the work of five early childhood fellows. Through the **Commonwealth Inservice Institute** and the **Curriculum Seminar Series**, public school and other staff have participated in early childhood staff development activities.

IV. STAFF DEVELOPMENT

In last year's report, we advocated for collaborative early childhood training activities at the state and local levels. This year, many of the communities receiving Chapter 188 funds have planned staff development activities that are coordinated with non-public school early childhood providers. These joint training opportunities provide an arena where public and private early childhood providers can share common concerns and resources.

The recruitment and retention of early childhood staff continues to remain an issue and concern of the Council. In particular, salaries remain a critical component in recruiting and maintaining qualified early childhood staff. Although the State Head Start Salary Enhancement Program, the Executive Office of Human Service's Day Care Salary Upgrade Program, and the Chapter 188 minimum teacher salary initiative have had positive impacts, more needs to be done. The issue of salary is discussed more fully in the report which follows.

In closing, we would like to express our pleasure with the activities of the Advisory Council overall. Through our involvement in the development of the program standards, the early childhood teacher certificate, the future trends report, and the grant program, we feel we are playing a vital role in shaping the Commonwealth's early childhood programs. We thank the Board for giving us this opportunity.

On behalf of the Early Childhood Advisory Council,

Miriam Kronish

Miriam Kronish, Chair, Early Childhood Advisory Council

Edgar Klugman

Edgar Klugman, Chair, Early Childhood Advisory Council's Subcommittee on Future Trends

SECTION I

SURVEY OF EARLY CHILDHOOD PROGRAMS THROUGH MASSACHUSETTS PUBLIC SCHOOLS

Response to the Survey

In the autumn of 1987, the Early Childhood Advisory Council conducted a survey of early childhood programs being offered through Massachusetts public schools to gather information about Massachusetts trends in early childhood education (see Appendix A).

The Early Childhood Survey was sent to superintendents of all operating local public school systems including academic regional schools. Responses were received from 80% of all school systems in the state (262 out of a possible 331 systems). The distribution of responding school systems closely paralleled, by region and by kind of community, the distribution of all school systems in Massachusetts (see Appendix B).

Surveys were also sent to the 27 regional vocational technical schools, with a response rate of 33%. The results of the vocational school surveys will be reported separately.

Participation in the Early Childhood Survey was voluntary. The high rate of response indicates to the Advisory Council the tremendous interest and concern that exists in Massachusetts public schools about early childhood education.

A. Kindergarten

Typical Kindergarten Day

Nationally, there has been a great deal of discussion about the merits of full day kindergarten. Due to the rising numbers of children with mothers who work, there has been a greater demand from families for a longer day to accommodate child care needs. In addition, many teachers feel that the traditional half-day kindergarten program does not provide enough time for children to pursue their interests.

Figure 1 provides a breakdown of the length and arrangement of the typical kindergarten day in Massachusetts public schools. Clearly, the traditional half-day (a.m. and p.m. sessions) is the most common. 84.8% of school systems responded that their kindergarten day typically lasts less than 3 1/2 hours (see Figure 2). Only 15.2% responded that the kindergarten day is greater than 3 1/2 hours.

71% of the school systems have children switch sessions (a.m. to p.m. or p.m. to a.m.) at mid-year. Reasons for this mid-year switch, known as "flip-flop", are varied (see Discussion).

Figure 1

Typical Kindergarten Day

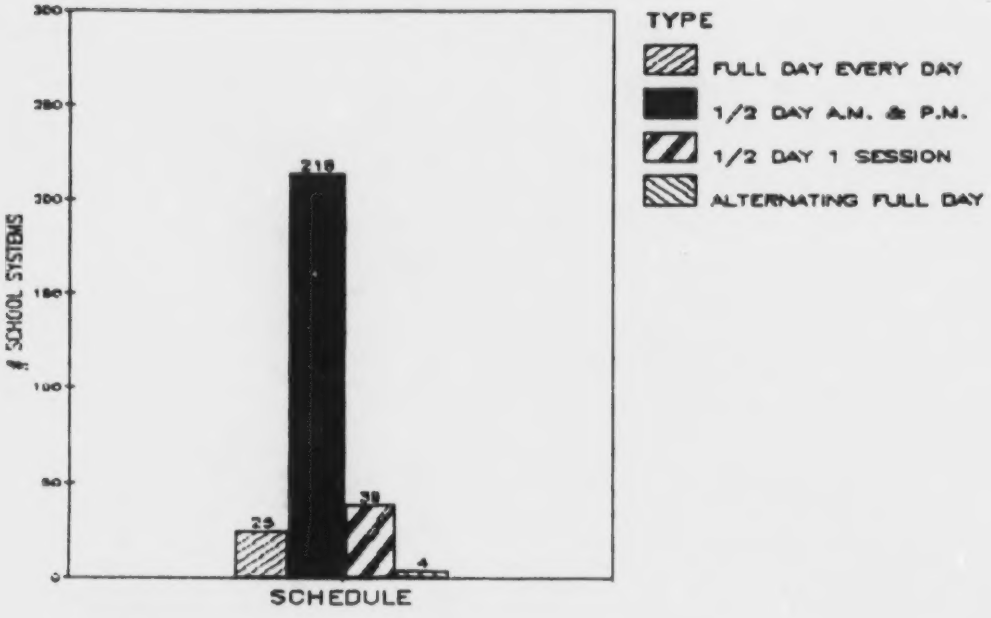
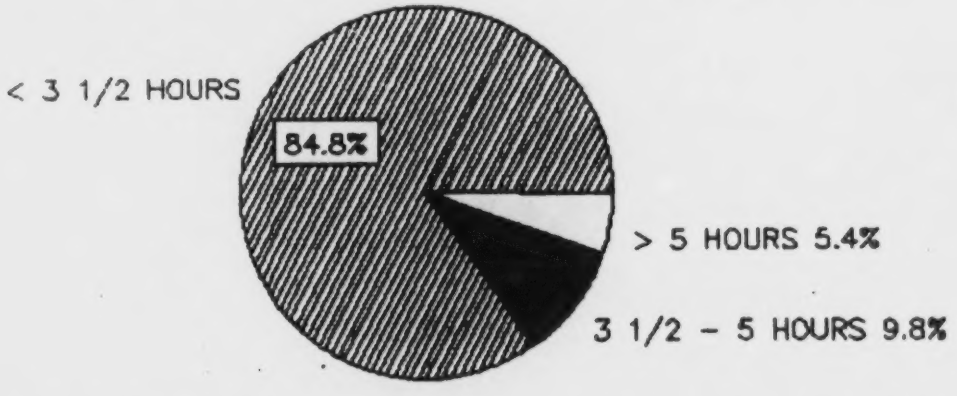


Figure 2

Typical Number of Hours per Day - Kindergarten



A comparison was made by kind of community of the school systems (34) that reported that they offer a kindergarten program that is longer than 3 1/2 hours per day (Table 1). Of that group, over 46% of the longer day programs are offered in urbanized centers (KOC 1) and economically developed suburbs (KOC 2).

Table 1

Longer Kindergarten Day (> 3½ Hours)
by Kind of Community

	% OF SYSTEMS WITH LONGER KGTN. DAY	% OF SYSTEMS IN THE STATE
KOC 1 Urbanized Centers	26	15
KOC 2 Economically Developed Suburbs	20	20
KOC 3 Growth Communities	3	16
KOC 4 Residential Suburbs	18	16
KOC 5 Rural Economic Centers	9	17
KOC 6 Small Rural Communities	15	8
KOC 7 Resort/Retirement/Artistic	9.	8

Discussion of Typical Kindergarten Day The traditional half day kindergarten program is the most common schedule in the school systems responding to the survey. Within the half day program, a "flip-flop" schedule that switches a.m. and p.m. kindergarten sessions mid-year is very common. Among the reasons for the "flip-flop" schedule are: specialists may only be available during one part of the day and switching mid-year allows children access to these special services; early release days cause the afternoon session to miss school more often than the morning session; children are often sent home mid-day for bad weather and thus the children in the afternoon session tend to miss school more often; some parents feel that their children learn better in the morning than in the afternoon.

Concern has been expressed about the "flip-flop" schedule's impact on working parents' schedules. It may be difficult for parents to adjust their work schedules or child care arrangements mid-year to accommodate their children's changed schedule.

The research on the effects of full-day kindergarten is contradictory and inconclusive (Rust, 1982). There is little long term data available that relate children's full-day kindergarten experiences with later learning and attitudes. Central to the success of most of the groups of children in the research studies is the recognition by those designing curriculum that young children learn best in an individualized program with many opportunities for hands-on experiences.

Benefits that a full-day program may provide include: longer blocks of uninterrupted time for learning experiences in a more relaxed atmosphere; a lunch time during which sound nutrition, good eating habits and social experiences can be encouraged; less fragmentation in the day of young children who may be moving from one part-day program to another; and increased program options for parents.

Disadvantages of a full-day program may be: if the program is not developmentally appropriate, a long day may be too tiring for some children; the need for additional staff, classroom space, materials and equipment could make a full-day program cost prohibitive; the full school-day program still does not accommodate the needs of full-time working parents.

It is of interest to note that prior to World War II, the majority of kindergarten programs were full-day. With the war and the teacher shortage that accompanied that period, kindergarten programs were cut back to half day so that one teacher could reach more children (Connecticut, 1983). Now, as communities in Massachusetts work to accommodate the needs of working families, the Council encourages school systems to examine methods to address those needs and to provide less fragmentation and more continuity in the days of young children and their families.

Maximum Kindergarten Class Size

Massachusetts Board of Education regulations require that a school system's kindergarten class size not exceed an average of 25. In practice, this allows for a range of class sizes within a school system, depending upon such factors as enrollment in specific areas and school facilities.

School systems responding to the survey provided information about local policies for maximum kindergarten class size. Although class size has been shown to be a critical factor in the effectiveness of early childhood programs (Ruopp, et al, 1978; MESPA, 1986), many school systems do not have written policies for maximum kindergarten class size. Systems with written policies were more likely to have policies for maximum class size with a teacher only (45%) than they were to have a policy for class size with a teacher and an aide (29%). Many school systems did note, however, that while they do not have formal policies, they do have informal guidelines or procedures for determining class size and determining when a teacher aide will be added to a classroom.

The average maximum class size for school systems that have written policies is 25 with a teacher and an aide and 23 with teacher only. It is emphasized that these averages are for only the school systems that reported that they have a policy regarding class size. The average does not represent class size for all communities.

Discussion of Maximum Kindergarten Class Size Teachers are better able to provide an individualized developmentally appropriate program in smaller classes. The Massachusetts Elementary School Principals Association (1986) has endorsed a maximum kindergarten class size of 18 with one teacher and 24 with a teacher and an aide. The draft Chapter 188 Early Childhood Program Standards support this by requiring that kindergarten classes be no larger than 24 with a teacher and an aide.

The survey data on class size are limited since school systems were asked to report their written policies for maximum class size. Therefore, systems without policies did not report on class size.

Class size is often determined each year in school systems based upon enrollment in particular neighborhood schools, upon school building availability, and upon economic considerations. The Advisory Council encourages efforts of school systems to establish maximum class size policies and to allocate the resources necessary to reduce class size in the early childhood and early elementary years.

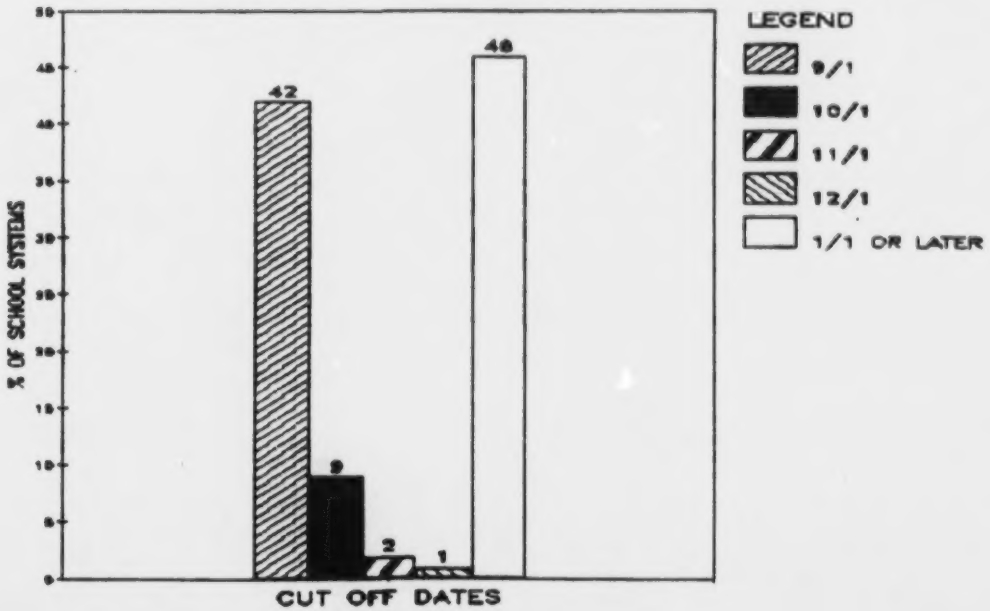
Kindergarten Entry Age

Massachusetts Board of Education regulations require that children be in school in the calendar year in which they turn six. Chronological age has been used for years as a criterion to determine eligibility for kindergarten. Most states (43) have a statewide cut-off date for kindergarten entry, but in Massachusetts the age cut-off date is determined by local school systems.

Figure 3 provides the breakdown of the dates that Massachusetts school systems use as the age cut-off for eligibility to enter kindergarten. 46% of the systems use the end of the year, December 31st (or later), as the entry age cut off date, while 42% require that children must attain the age of five by September 1st, or by the beginning of school. Another 12% use cut-off dates at the beginning of October, November or December.

Figure 3

Massachusetts Kindergarten Entry Ages



Changing the Kindergarten Entry Age

While there is disparity among school systems as to the agreed upon kindergarten entry age cut off date, there is a growing trend in the Commonwealth to raise the entry age, requiring that children be older upon entering school. 43.1% of Massachusetts school systems have changed their kindergarten entry age requirement during the last five years. Another 29.8% responded that changing the kindergarten entry age is under discussion. Of the 43.1% who changed, 98.1% have shifted to a requirement that children be older upon entry into school.

Figure 4

Changing the Kindergarten Entry Age
Change or Discussion

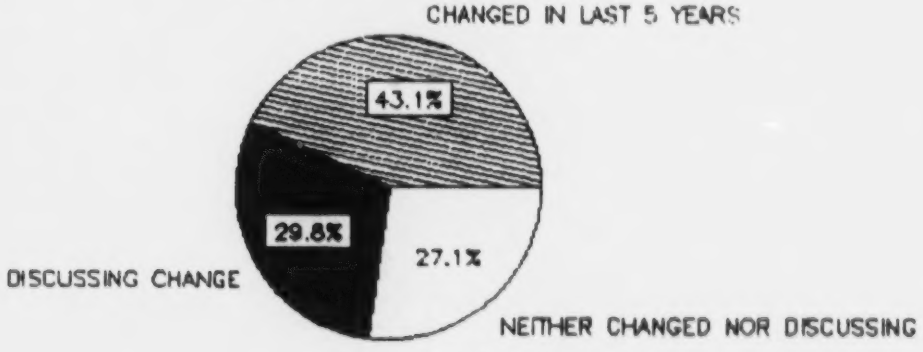
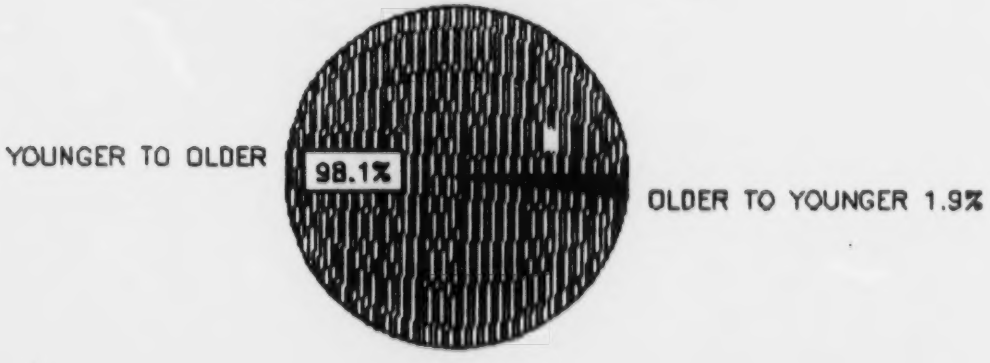


Figure 5

Changes in Kindergarten Entry Age
What Direction are Schools Going?



Additional criteria to determine kindergarten entry

Criteria in addition to chronological age are used by 26% of the responding school systems to determine eligibility for kindergarten. While the survey did not gather data as to what the additional criteria are, many school systems noted that screening instruments are used to facilitate decisions about school readiness and or school placement.

Discussion of Kindergarten Entry Age The trend to raise the age of kindergarten entry seems to be based on the belief that when children enter kindergarten too early they are more susceptible to school failure and are not ready for the demands of formal schooling. However, the research on the effects of age on school success is mixed. While there is some evidence that older children tend to do better initially, the differences due to age are small and disappear with time (Gredler, 1980; NAECS/SDE, 1987; Shepard and Smith, 1983; Weinstein, 1969).

Raising the kindergarten entry age alone does not ensure school "readiness" or eliminate the diversity in cognitive development or social maturity within a group. In addition, when a school system raises its kindergarten entry age it then creates a new group of children who are now the youngest in the class. A growing number of early childhood educators advocate that early childhood programs should plan to be "ready" for each year's incoming class rather than expecting children to be "ready" for the existing school program.

The Advisory Council recommends that a follow-up study be conducted in the area of kindergarten entry age. Questions that remain to be answered include:

- what causes school systems to raise the entry age?
- what is the process of decision making around raising the entry age?
- who initiates the change or discussion?
- what is the relationship between the demographics of a community (e.g. working mothers, low income, limited English speaking) and the decision to raise the entry age?
- what is the relationship between changing the entry age and expectations in kindergarten and curriculum?
- what other criteria besides age are used to determine kindergarten eligibility?
- does changing the entry age make a difference in school success?
- what happens to children who are counseled out of attending kindergarten?

B. Transitional Programs

Transitional programs are typically established to serve children who are considered by school systems to be "not ready" for kindergarten or first grade. The survey found that 24% of the school systems provide a prekindergarten program for 5-year old children who are considered "not ready" for kindergarten. Transitional kindergarten-first grade programs are offered by 37% of school systems. 12% of the school systems offer both types of programs.

Since the younger children in a grade are often the ones who are placed in transitional programs (Weinstein, 1969), one might guess that a school system that allows children to start kindergarten at a younger age (e.g. a cut off date of December 31st) would be more likely to provide transitional programs than a school system that requires that children be older upon entry (e.g. a cut off date of September 1st).

The results of the survey indicate otherwise. School systems with an older entry age were more likely to offer transitional K-1 programs for five- and six-year olds than school systems with a younger entry age (see Table 2).

Table 2

Kindergarten Entry Age and
Percentage of School Systems that Provide Transitional Programs

Kindergarten Cut off Date	% of School Systems that Provide Transitional K-1 Programs
September 1	45%
December 31	31%

In addition, school systems which raised the kindergarten entry age in the last five years were more likely to offer transitional kindergarten-first grade programs (53%) than school systems which have not changed the entry age (26%).

Discussion of Transitional Programs Many transitional programs have been established in response to the increased expectations in kindergarten and first grade and to the varied backgrounds of entering children. Proponents of these alternatives believe that time itself is the best cure for the challenge of diverse abilities and levels of school readiness often found within groups of kindergarten children. Extra-year programs are effectively like repeating kindergarten and many parents and educators believe that grade retention is an effective solution to school failure and social immaturity (Byrnes and Yamamoto, 1984).

Research findings, however, do not justify the use of retention as a remedy for school problems. Studies have found that when retained children were compared to equally low achievers who were promoted, the children who were promoted were consistently ahead on both achievement and social-emotional measures (Holmes and Mathews, 1984; Rose et al, 1983).

The Advisory Council recommends that a follow-up study be conducted on transitional programs. Questions that remain to be answered include:

- what is a transitional program?
- how is the composition of transitional programs determined?
- what happens to the children who participate in transitional programs in subsequent years?
- how many children who are in transitional programs are later referred for special education services?

- how are screening and school readiness test results used in determining school placement and program planning?
- why are some parents deciding to keep their children out of school for an extra year?
- is there any relationship between pupil:teacher ratio in kindergarten and first grade and the need for transitional programs?

C. Programs for Three- and Four-Year Olds

Three- and Four-Year Old Populations Served

An increasing number of Massachusetts school systems are investing in programs for three- and four-year olds. Since the 1974 passage of Chapter 766, the Comprehensive Special Education Law, school systems have been required to provide services for preschool age children with special needs. The Chapter 188 Early Childhood Program has provided 83 school systems with resources to provide services for three- and four-year old children. Of this total number, 52 systems used Chapter 188 funds to establish mainstreamed programs serving both children with special needs and children without special needs.

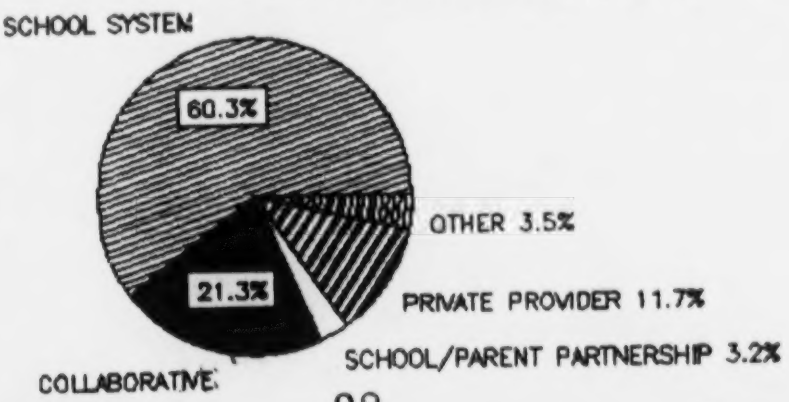
School systems that responded to the survey were asked to identify the different populations of three- and four-year old children for whom they provide services. In addition to providing preschool services for children with special needs, 34% of responding school systems also provide services for children without special needs. 15% of the responding systems report providing preschool services for children from linguistic minority backgrounds. However, this percentage may be misleading since systems with no preschool children from linguistic minority backgrounds in their community also responded to this question.

Who operates public school sponsored programs for three- and four-year olds?

School systems themselves are most often (60.3% of the time) the providers of school supported preschool services. Preschool services are otherwise contracted out to collaboratives (21.3%), private providers (11.7%), or other groups (3.5%). School/parent partnerships operate preschool program services 3.2% of the time.

Figure 6

Who Operates Public School Sponsored Preschool Services?



Programs for three- and four-year olds with special needs
The End of the Year Report for 1985-86 provides statewide information about the placements of preschool age children with special needs [Chapter 766 prototypes 502.8 (a), (b), (c)]. Of the three- and four-year children with special needs that were served during 1985-86:

- 29% were provided with services only (e.g. speech/language therapy)
- 3% were served in home based programs
- 19% were served in center based programs (e.g. Head Start, day care, public preschool) designed to serve the general population of children ages three and four but including up to 50% of the children with substantial disabilities
- 49% were served in a separate center-based program in which more than 50% of the children have substantial disabilities (e.g. private day school, residential school, pediatric hospital, substantially separate public preschools)

Discussion of Programs for 3- and 4-Year Olds While the survey shows that school systems are providing some services for some children, data collected by the statewide network of Child Care Resource and Referral Agencies indicate that there remain many more children who are in need of services. This need for additional preschool part- and full-day programs continues to demonstrate the importance of the Board's work to ensure adequate funding for all of its early childhood programs. It also underlines the importance of collaborative efforts locally and statewide to increase the availability of high quality early childhood programs. Since the provision of public school sponsored full-day child care programs for preschool age children was not surveyed this year, the Advisory Council recommends that information be gathered in this area.

D. School Age Child Care (K-6)

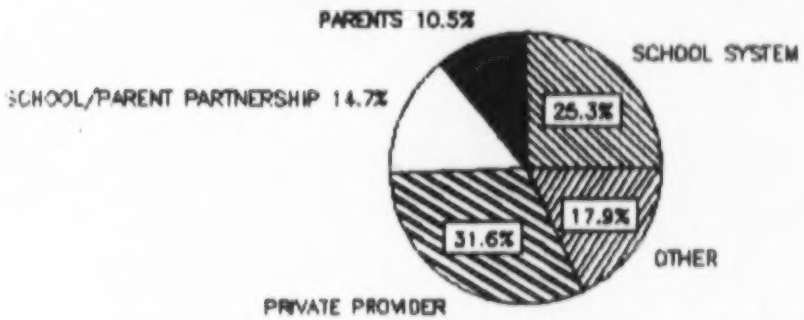
With the dramatic increase of mothers who work, the need for before and after school child care has escalated. This care is frequently referred to as "surround" care. Families often turn to the local public school system for services or referrals to services in the community.

The results of the survey found that some form of optional before or after school child care programs is provided by 29% (75) of the responding school systems. The grade levels served in the school age child care programs range from kindergarten only (5%) to K-5 or 6 (57%).

Who operates public school sponsored school age child care programs?
Figure 7 illustrates who operates public school sponsored school age child care programs in Massachusetts. The most common arrangement (31.6%) is for school systems to contract or collaborate with a private provider to render school age child care services. School age child care may be provided in the school or outside the school building. YMCAs were most frequently mentioned as providers of school age child care.

Figure 7

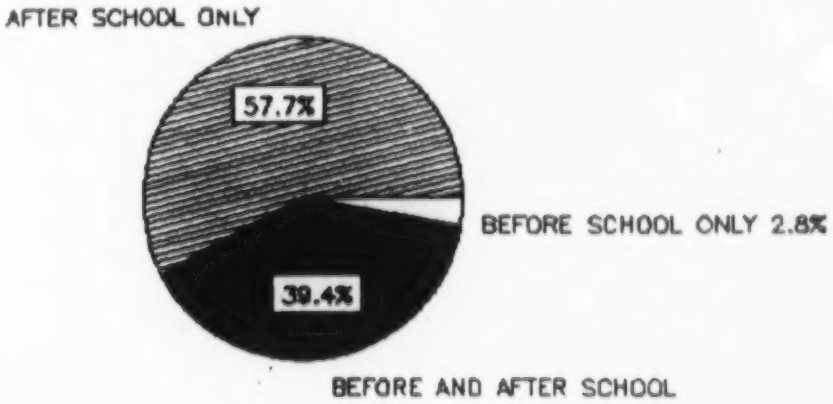
Who Operates Public School Sponsored School Age Child Care Programs?



When is School Age Child Care provided?
The majority of school systems offering school age child care provide it after school (97.1%). 39.4% of the school systems provide school age child care both before and after school hours.

Figure 8

When is School Age Child Care Provided?



AVERAGE NUMBER HOURS SCHOOL AGE CHILD CARE IS PROVIDED:

BEFORE SCHOOL: 1.7

AFTER SCHOOL: 2.9

Discussion of School Age Child Care The survey leaves unanswered a number of questions about school age child care services. The Advisory Council recommends further exploration of the following areas:

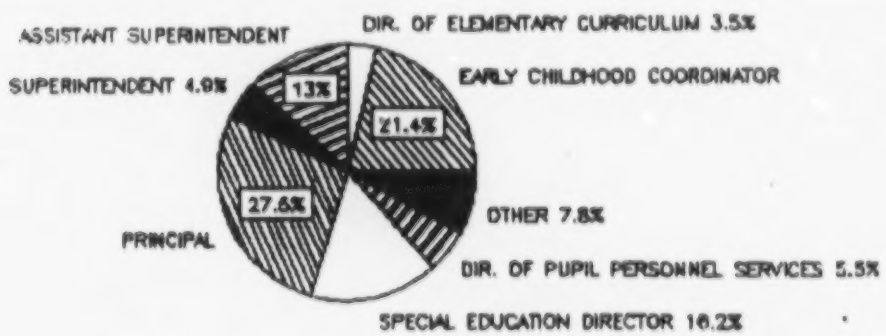
- where are school age child care services being provided - in the school building or off-site?
- how are existing school age child care programs funded?
- how are school systems working to enhance the continuity of programming between the regular school program and before or after school child care?
- how many school age children in need of child care remain unserved?

E. Program Coordination

Because preschool programs are relatively new to school systems, the question of program coordination is new as well. School systems were asked in the survey: Who has immediate responsibility for the coordination of the early childhood program(s) in your district? Figure 9 illustrates the range of responses. The principal is the administrator (27.5%) most commonly mentioned to serve as coordinator followed by early childhood coordinator (21.4%) and special education director (16.2%).

Figure 9

Who Coordinates Early Childhood Programs?



12% of responding school systems noted that they have specific plans to hire or appoint an early childhood coordinator in the next two years. Numerous school systems commented that they hope to initiate such plans.

Discussion of Program Coordination The survey results indicate that principals, early childhood coordinators and special education directors, among others are involved in coordinating early childhood programs in school systems. With such a variety of administrators assuming early childhood leadership responsibilities, the Council encourages the Board to support training opportunities that will strengthen the early childhood leadership roles of public school administrators.

F. Space

Locating suitable facilities has been noted as a problem by many school systems considering the development of early childhood programs. With declining enrollment in the past decade and the result of Proposition 2 1/2, many school buildings were closed. Now, with increased enrollment at the elementary level, many school systems are finding themselves bursting at the seams.

The early childhood survey asked school systems whether locating space appropriate for preschool, kindergarten or school age child care programs has been a problem. The responses to this question gave an indication of the number of school systems having difficulty locating space (see Table 3). It is interesting to note that the number of responses left blank increased dramatically for school age child care programs.

Table 3

Have You Had Trouble Locating Appropriate Space?

	YES	NO	NO RESPONSE
Preschool	55%	34%	11%
Kindergarten	41%	50%	9%
School Age Child Care	32%	32%	36%

G. Transportation

Many more children have either parents who both work or single working parents, and therefore many children attend after school child care programs. Getting children from school to child care centers has been a problem for many families. To address this need, some school systems have modified bus routes that traditionally delivered children only to and from home to allow for transporting children to and from out-of-building child care programs.

The early childhood survey found that 23% of responding school systems pay for transportation to/from out-of-building day care programs. Only 14% of the school systems have a written policy on transporting children to/from out-of-building day care sites.

H. Vocational Technical Schools

Nine of the twenty-seven regional vocational technical schools responded to the Early Childhood Survey. Three of the vocational schools responded that they provide preschool programs for three- and four-year old children. These preschool programs, in addition to serving young children and their families, serve as early childhood training sites for vocational school students. The remainder of the responding vocational schools indicated that they do not provide any early childhood services.

SECTION II

CURRENT DIRECTIONS IN AFFORDABILITY, SALARIES AND QUALITY

The importance of high quality early childhood programs for young children and families has been well documented and was discussed in the Early Childhood Advisory Council's first report on Future Trends (1986). Possible solutions to the growing need for early childhood programs, including child care for working families, have been explored by a variety of groups:

Governor's Day Care Partnership Project

In January 1985, Governor Dukakis announced the Governor's Day Care Partnership Initiative - a two year program to strengthen and expand high quality, affordable day care for the families of the Commonwealth. Accomplishments since the inception of the Governor's Day Care Partnership Project include:

- the establishment of a statewide network of twelve Child Care Resource and Referral agencies
- an increase of over 15,000 licensed day care slots for children since 1984 (a 15% increase)
- over 8,000 children of former or current AFDC recipients are now receiving day care services as part of their parents' participation in Employment and Training CHOICES (ET Choices)
- an increase by 32% of the salaries of day care workers employed by programs with state contracts (74% of programs with state day care contracts participated in the Salary Upgrade Program)
- the expansion of training opportunities for all day care providers in Massachusetts
- the establishment of the nation's first and largest loan fund to stimulate employer investment in day care centers for employees (Massachusetts Industrial Finance Agency)
- the establishment of ten new worksite day care centers
- the establishment of regulations for school age child care programs

In June 1987 a Day Care Policy Unit was established in the Executive Office of Human Services to implement the third phase of the Governor's Day Care Partnership plan. The Day Care Policy Unit has the issues of teacher recruitment and retention and affordable child care as major agenda items for the next five years.

Special Legislative Commission

An effort to examine the issue of universal access to early childhood programs is being undertaken by a special commission established by the Massachusetts Legislature in July 1987. The commission has as its mission to examine how to provide universally accessible and affordable early childhood programs for three- and four-year olds in Massachusetts. Appointments to the commission are in the process of being made. By statute, the Commissioner of Education and the Chair of the Board of Education's Early Childhood Advisory Council will be members of the Commission. The commission is scheduled to report on its study in 1988.

The Massachusetts Day Care Affordability Study

The Massachusetts Office for Children, the Department of Social Services, and United Way of Massachusetts Bay have collaborated to conduct a statewide study of day care affordability. Results of the Affordability Study will be available early in 1988 from the Massachusetts Office for Children.

The Affordability Issue

The Affordability Study has defined the issue of affordability as follows:

> Day care is the fourth largest item in a family's budget, after housing, taxes and food.... The typical range for day care in Massachusetts is from $5,000 to $8,000 per child. Some estimate that at this rate, only families with incomes of $50,000 or more could afford to pay full fees.
>
> Several serious problems exist in the current system. Most families receive no public subsidy at all. Only families with incomes below 70% of the state median income ($20,592 for a family of four) are eligible for intake; however, the waiting lists are long and not all eligible families receive the subsidy due to funding limitations. Families above 70% of median income must pay the full cost themselves. This is what has come to be known as the **"affordability gap"**.
>
> The affordability gap is restraining some parents from working or going to school, and is causing serious financial hardship for other families. But, (prior to the Statewide Day Care Affordability Study), no reliable estimate has existed of the extent of these problems...The affordability problem is linked to an array of child care issues. Quality is just as important as affordability, but higher quality care naturally has to cost more. In particular, salaries in the child care field are so low that it is very difficult for providers to retain qualified staff. The competing problems of **salaries, quality, and tuition costs** are known as the **day care "trilemma"**.
>
> In addition, the question of **supply** is a key one. If all families could afford the cost of quality day care at current prices, it is presumed that the supply of licensed programs could not keep pace with the demand....

Salaries of Massachusetts Early Childhood Providers

Salaries are one factor in the affordability issue. During the last two years, salaries of Massachusetts early childhood providers have been addressed in many different arenas, including:

- Salaries of day care workers employed in programs with state contracts were raised, with state dollars, an average of 32% (to an average of $16,600 in FY 1987)
- The Legislature established a State Supplemental Salary Enhancement Grant program to raise the salaries of Head Start staff (see below)
- Chapter 188 Early Childhood funded programs have sought to establish comparable salary levels for public school early childhood teaching positions
- Chapter 188 established a Minimum Teacher Salary Grant program to raise the minimum public school teacher salary to $18,000
- Studies of day care salaries are being conducted: in Massachusetts, by the Day Care Policy Unit in the Massachusetts Executive Office of Human Services and nationally, by the Child Care Employee Project (which will include Boston as a study site).

State Supplemental Head Start Salary Grant Program

In Fiscal Year 1988 the Massachusetts legislature provided $3 million for Head Start staff salaries to enable programs to attract and retain qualified staff. Programs were encouraged to exceed the established minimum entry levels, where possible. The established minimum hourly wages were: Coordinator $10; Head Teacher $8; Teacher $7; Teacher Aide $5.

Education Development Center, Inc. completed a six-month research project "A Commitment to Quality - The Impact of State Supplemental Funds on Massachusetts Head Start" to examine the impact of the first four months of the state supplemental funds on Massachusetts Head Start staff salaries, employee benefits, and job satisfaction. The EDC study reported on the impact of the State Supplemental funds in the following areas:

Impact on Salaries and Benefits:

- state supplemental funds significantly improved staff salaries (an average increase of 22.7%) but had little effect on benefits
- annual wages in Head Start are still low enough to put wage earners without a second job near the federal poverty level

- even though state funds brought parity with the day care community on an hourly basis, Head Start staff still are well behind their colleagues on an annual basis because the program runs for fewer hours
- to make ends meet, nearly a quarter of the education staff work at a second job for an average of 15 hours a week

Impact on Job Satisfaction:

- staff members' satisfaction with pay was low compared to their satisfaction with the nature of their work and their coworkers
- teacher aides, as a group, were the most satisfied with their jobs, while teachers were the least satisfied all around

Impact on Staff Turnover:

- in the first four and a half months of 1986-87 (the first year of the State Supplemental grant program) Head Start directors perceived a significant drop in turnover due to dissatisfaction with pay
- 92% of the Head Start directors surveyed (24 out of 26) noted that the supplemental funds had a substantial impact on their ability to retain qualified staff members

Impact on Ability to Attract Qualified Staff:

- there was a dramatic decrease in vacancy rate from an average of 5.04 vacancies per agency in 1985-86, to .54 vacancies per agency as of January 1987
- three times as many new staff as existing staff have college degrees, even though fewer new employees are trained specifically in early childhood education
- there was a larger pool of applicants, thus enabling directors to choose from several qualified candidates

Discussion

Even though salaries may be on the rise, they still have a long way to go to compete in today's job market. A continuing concern is that a two-tier system exists for access by children and families to early childhood programs. Families who can afford to send their young children to high quality early childhood programs, and can find such programs available in their communities, frequently do so. The choices are more limited for the working poor, who can neither afford early childhood programs nor find them nearby. This lack of equal access to early childhood programs creates an opportunity gap among children even prior to entry into public school.

SECTION III

RECOMMENDATIONS

In last year's Future Trends report, the Advisory Council made recommendations to the Board of Education. The following section includes continuing and new recommendations.

ADMINISTRATION/POLICY

1. Continue to evaluate the need for increased administrative resources for the Bureau of Early Childhood Education as new state and federal early childhood initiatives are implemented.

2. Review position statements on developmentally appropriate programming that have been developed by groups such as the National Association for the Education of Young Children, the Massachusetts Elementary School Principal's Association, and other states in order to develop a position statement for the Massachusetts Department of Education.

3. Continue to collaborate with appropriate state and federal agencies, advisory committees, and other appropriate groups to:
   - achieve the goal of coordination of services for young children and their families
   - coordinate data collection efforts
   - conduct a statewide assessment to identify existing early childhood resources and areas of need
   - make training available at a reasonable cost
   - enhance public awareness of the needs of young children and families and the services available
   - foster and facilitate mainstreamed programs for preschool children with special needs
   - foster and facilitate programs for children from linguistic minority backgrounds

4. Coordinate plans for a longitudinal study with plans for evaluation of early childhood programs.

5. Study further the issues and make available information regarding kindergarten entry age, transitional programs, and early childhood curriculum expectations in Massachusetts public schools.

6. Explore means by which the Early Childhood Special Education Project and the Chapter 188 Early Childhood Program can coordinate funding priorities and processes.

FUNDING

1. Continue efforts to ensure adequate funding for all of the Department's early childhood programs and new initiatives.

2. Develop a transition plan for third and subsequent year funding of Chapter 188 early childhood programs. The plan should facilitate continuity in early childhood programming and should provide for assistance to school systems in developing community supported early childhood programs.

3. Study the findings of the Special Legislative Commission on universally affordable and accessible early childhood programs and the Day Care Affordability Study and consider ways in which to implement relevant recommendations.

4. Continue to encourage the establishment of developmentally appropriate programs for children from linguistic minority groups.

5. Continue to increase the establishment of early childhood programs: mainstreamed programs for children with special needs, day care, and extended day programs.

TECHNICAL ASSISTANCE

1. Provide technical assistance to school systems to interpret and implement the Chapter 188 Early Childhood Program Standards.

2. Provide outreach and technical assistance to communities with large numbers of families from linguistic minority backgrounds.

3. Continue to support and evaluate the activities of local early childhood advisory councils. Examples of such support include:
   - providing assistance in proposal development, community needs assessments and program evaluation
   - encouraging networking of council representatives and program coordinators
   - providing information about resources and/or funding for the enhancement and continuation of early childhood programs
   - encouraging coordination with existing community early childhood resources, e.g. Head Start, Child Care Resource and Referral Agencies, local day care programs

4. Assist local school systems in establishing parent education programs.

STAFF DEVELOPMENT

1. Continue to collaborate with appropriate professional associations (e.g. early childhood professionals, elementary school principals, school superintendents, and school committees) to develop networks and support people involved in early childhood programming.

2. Continue to collaborate with other state and federal agencies, institutions of higher education and other appropriate groups to:
   - encourage joint training programs among Head Start, day care, public school early childhood staff and other groups
   - recruit people into the field of early childhood education
   - develop incentives to attract people to train and re-train through such programs as "forgiveness loans", college scholarships, and other alternative training opportunities
   - offer ongoing inservice training and appropriate college programs for training teachers and administrators of programs serving young children
   - foster continuity of services throughout the early childhood years - from preschool the primary grades

APPENDIX A

MASSACHUSETTS EARLY CHILDHOOD ADVISORY COUNCIL
SURVEY OF EARLY CHILDHOOD PROGRAMS
1987-88 SCHOOL YEAR

Return by NOVEMBER 13, 1987 to:
Ada Pollock, Massachusetts Department of Education, 1385 Hancock Street, Quincy, MA 02169

School District: _____ Date: _____

Person Completing Survey: _____ Telephone: ( ) _____

KINDERGARTEN ENTRANCE AGE CUT-OFF DATE

1. By what date does a child have to be 5 years of age in order to be admitted to kindergarten in your school system? ____/____ month/day
2. Is chronological age the sole criterion for kindergarten admission in your school district? yes []1 no []0
3. Have you changed the entrance age cut-off date within the last 5 years? yes []1 no []0
   If yes, please specify:
   FROM: 5-years old by ____/____ month/day
   TO: 5-years old by ____/____ month/day
4. Is changing the kindergarten entry age under discussion? yes []1 no []0

KINDERGARTEN

5. What is your school system's policy for kindergarten class size:
   Maximum class size with a teacher and a teacher aide _____
   Maximum class size with a teacher only _____
6. What is the length and arrangement of the typical kindergarten day in your school system? (Check all that apply)

   Every Day:
   1[] Full Day
   2[] Half Day, A.M. and P.M. sessions
   3[] Half-Day, one session per day
   4[] Alternating Full Days

7. Do kindergarten children switch sessions (A.M./P.M.) mid-year? yes []1 no []0
8. How many hours per day is the typical kindergarten child in class?
   1[] Less than 3½ hours
   2[] 3½ - 5 hours
   3[] More than 5 hours

RETENTION

9. How many kindergarten children were not promoted to first grade last year? #_____
10. How many first grade children were not promoted to second grade last year? #_____

TRANSITIONAL PROGRAMS

11. Does your school district offer a prekindergarten program for 5-year old children who are considered "not ready" for kindergarten? yes []1 no []0
12. Does your school district offer a transitional K-1 program for 5- and 6-year old children who are considered "not ready" for first grade? yes []1 no []0

School District: _____

PRESCHOOL PROGRAMS

13. For what populations of 3- and/or 4-year old children does your school district provide preschool program services? (check all that apply)

1[ ] with special needs
2[ ] without special needs
3[ ] from linguistic minority backgrounds
4[ ] from low income families

14. Who operates the school district preschool program services checked above? (check all that apply)

1[ ] school district
2[ ] collaborative
3[ ] school/parent partnership
4[ ] private provider
5[ ] other (please specify) _____

15. Does your school district provide integrated preschool classroom(s) for children with special needs? yes [ ]1 no [ ]0

DAY CARE PROGRAMS FOR ELEMENTARY SCHOOL AGE CHILDREN

16. Does your school district offer an optional before or after-school day care program for elementary school age children (K-6)? yes [ ]1 no [ ]0

If yes on question 16, please answer questions 17-19. If no, skip to question 20.

17. What grades are served by the school age day care program? (circle all that apply) K 1 2 3 4 5 6

18. Who operates the school age day care program? (check all that apply)

1[ ] school system
2[ ] parents
3[ ] school/parent partnership
4[ ] private provider
5[ ] other (please specify) _____

19. How many hours per day is day care offered? before school ____ after school ____

PROGRAM COORDINATION

20. Who has immediate responsibility for the coordination of the early childhood program(s) in your district?

1[ ] Early Childhood Coordinator
2[ ] Principal
3[ ] Director of Elementary Curriculum
4[ ] Assistant Superintendent
5[ ] Superintendent
6[ ] Other _____

21. Does your district have specific plans to hire/appoint an Early Childhood Coordinator in the next two years? yes [ ]1 no [ ]0

SPACE

22. Has locating space that is appropriate for early childhood programs been a problem?

a. Preschool yes [ ]1 no [ ]0
b. Kindergarten yes [ ]1 no [ ]0
c. School Age Child Care yes [ ]1 no [ ]0

TRANSPORTATION

23. Does your school district pay for transportation to/from out-of-building day care programs? yes [ ]1 no [ ]0

24. Does your school district have a written policy on transporting children to/from out-of-building day care programs? yes [ ]1 no [ ]0

APPENDIX B

Distribution of Responses to Early Childhood Survey by Region

	Percentage of Respondents to Survey	Percentage of School Systems in State
Greater Boston	14	13
Northeast	18	18
Central Massachusetts	26	23
Southeast	22	25
Greater Springfield	9	9
Northwest	11	12

Distribution of Responses to Early Childhood Survey by Kind of Community

	Percentage of Respondents to Survey	Percentage of School Systems in State
KOC 1 Urbanized Centers	16	15
KOC 2 Economically Developed Suburbs	20	20
KOC 3 Growth Communities	15	16
KOC 4 Residential Suburbs	16	16
KOC 5 Rural Economic Centers	16	17
KOC 6 Small Rural Communities	9	8
KOC 7 Resort/Retirement/Artistic	8	8

APPENDIX C

CHAPTER 188 EARLY CHILDHOOD PROGRAM

PROGRAM ACTIVITIES OF FISCAL YEAR 1988 PROJECTS

In Fiscal Year 1988, the Board of Education awarded Chapter 188 Early Childhood Implementation Grants to 112 school systems. Each school system described its proposed program objectives and activities in a grant application. In order to provide summary information about the activities being conducted with Chapter 188 Early Childhood funds, Department of Education regional early childhood staff used coding sheets to record grant activities. The information gathered was then compiled to provide the statewide summaries on the following pages.

CHAPTER 188 EARLY CHILDHOOD PROGRAM

CODING SHEET FOR 112 IMPLEMENTATION AND CONTINUATION GRANTS
FISCAL YEAR 1988 STATEWIDE SUMMARY

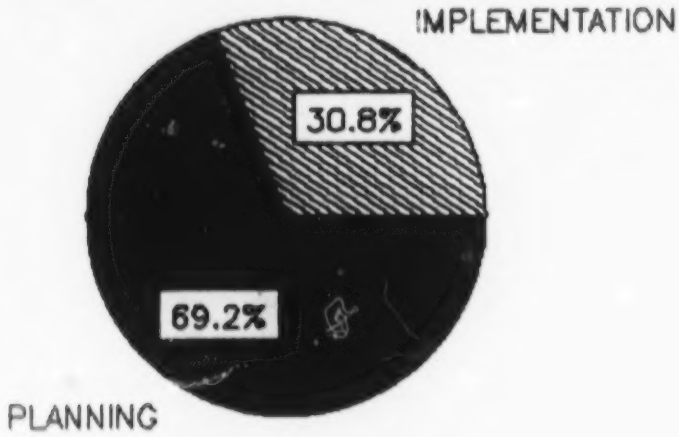
	# SCHOOL SYSTEMS
PROGRAM TYPE	
Preschool program for 3 and 4 year olds	83
Enhanced Kindergarten enhancement of existing kindergarten programs(e.g. aides, materials, etc.)	60
Extended Day lengthened kindergarten day, full day kindergarten	13
Day Care program for 3-6 year old children that is designed to meet the child care needs of working parents (includes before and after school child care)	16
Transitional program for 5 year old children before kindergarten year or program for 5-6 year old children between kindergarten and 1st grade	16
FAMILY INVOLVEMENT	
Parent Resource Materials	74
Parent Resource Center	46
Parent Training/Education (includes parenting education, child development training, etc.)	102
Home Visits	34
SPECIAL POPULATIONS SERVED	
Linguistic Minority (serving children who are limited English proficient)	23
Children with special needs in an integrated setting	52
LINKAGES WITH PRIVATE EARLY CHILDHOOD PROVIDERS	
Contracting with private program to provide services	24
Staff development activities coordinated with non-public school staff	86
Sharing of materials and equipment	48
Transitioning process between public and private providers for children entering public schools	42
SPACE/LOCATION OF PROGRAM	
Public School Building	92
Community Building/Private Program/Homes/Other	45

CURRICULUM

Redesigning/Modifying Early Childhood Curriculum: PK (68) K (76) Early Elementary (25)

CHAPTER 188 EARLY CHILDHOOD PROGRAM PLANNING AND IMPLEMENTATION GRANTS

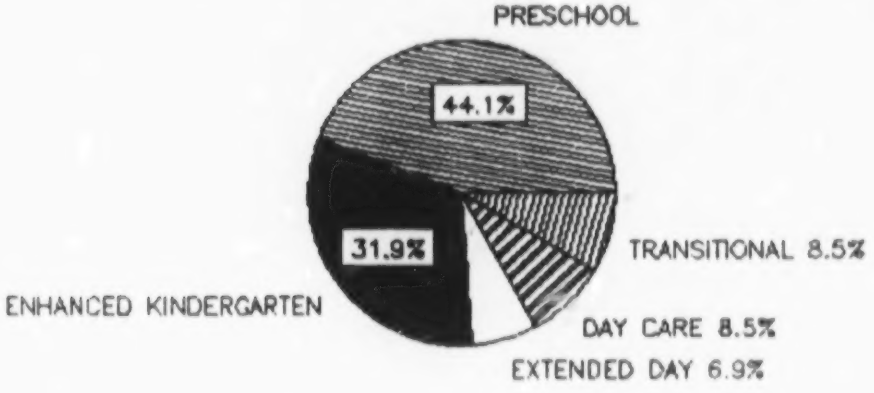
FISCAL YEAR 1987



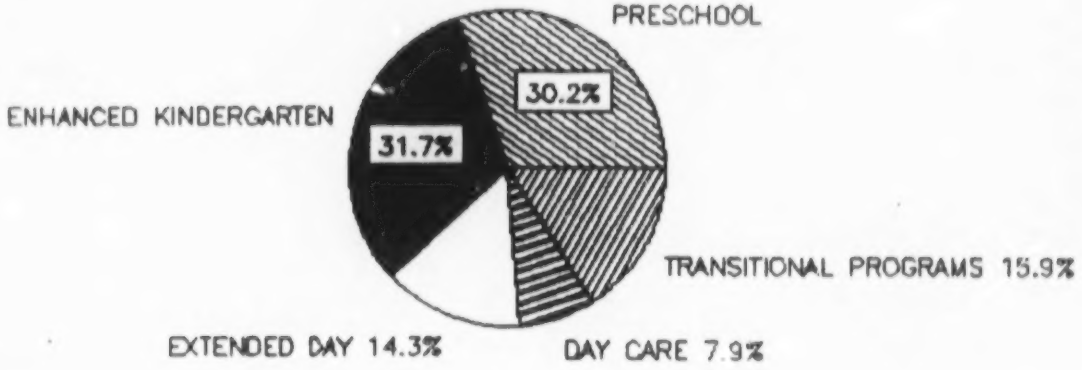
FISCAL YEAR 1988

CHAPTER 188 EARLY CHILDHOOD PROGRAM IMPLEMENTATION GRANTS PROGRAM TYPES

FISCAL YEAR 1988



FISCAL YEAR 1987



11/19/87

* See end of listing for key

CHAPTER 188: EARLY CHILDHOOD PROGRAM
FISCAL YEAR 1988
GRANTS AWARDED

SCHOOL SYSTEM	GRANT TYPE	PROJECT TYPE	PROGRAM TITLE
Agawam Public Schools	P		Early Start
Amesbury Public Schools	I	2	Early Childhood Grant
Attleboro Public Schools	I	1	Young Children's Community Center
Bellingham Public Schools	I	14	Bellingham Early Childhood and Parent Program
Berlin Public Schools	I	2	Building B.R.I.D.G.E.S.
Bernardston Public Schools	I	12	Pioneer Early Education Project
Boston Public Schools	I	14	Early Learning Center
Boston Public Schools	I	4	Boston Early Education Improvement Program
Bridgewater Public Schools	I	14	Town/College Early Childhood Collaborative
Brockton Public Schools	I	123	Brockton Early Childhood Project
Brookline Public Schools	I	13	Lincoln Early Education Program
Cambridge Public Schools	I	12	Early Childhood Connections
Chelmsford Public Schools	I	14	Chelmsford Early Childhood Implementation Grant
Chelsea Public Schools	I	2	KAP/PLUS
Chicopee Public Schools	I	12	Chicopee Developmental Early Childhood Program
Clarksburg Public Schools	I	12	Clarksburg Early Childhood Program
Clinton Public Schools	I	25	Comprehensive Early Childhood Developmental Prog.

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CHAPTER 188: EARLY CHILDHOOD PROGRAM
FISCAL YEAR 1988
GRANTS AWARDED

SCHOOL SYSTEM	GRANT TYPE	PROJECT TYPE	PROGRAM TITLE
Concord Public Schools	I	5	Early Childhood Connections in Concord
Conway Public Schools	I	2	Conway Developmental Phase II
Dartmouth Public Schools	I	1	The Dartmouth Plan - Language in Action
Deerfield Public Schools	I	12	Deerfield Developmental Phase II
Dracut Public Schools	I	4	Developmental Programs for Young Children
Duxbury Public Schools	I	23	Building Bridges II - Home, Day Care and School
East Bridgewater Public Schools	I	124	Early Childhood Outreach System
Erving Public Schools	I	1	The Family Unit - A Parent/Child Program
Everett Public Schools	P		Survey/Design for Children Ages 3-6
Fall River Public Schools	I	25	Early Childhood Developmental Pilot Program
Fitchburg Public Schools	I	1235	Basic Early Grade Intervention
Florida Public Schools	I	1	Florida Early Childhood Program
Framingham Public Schools	I	12	Project BLOCKS
Gardner Public Schools	I	124	Gardner Early Education Services Expansion
Gloucester Public Schools	I	1	Gloucester Early Childhood Program
Greenfield Public Schools	I	12	Alternative Basic Curriculum in Greenfield

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CHAPTER 188: EARLY CHILDHOOD PROGRAM
FISCAL YEAR 1988
GRANTS AWARDED

SCHOOL SYSTEM	GRANT TYPE	PROJECT TYPE	PROGRAM TITLE
Hadley Public Schools	I	12	Hadley Community Developmental Early Childhood Pro
Hanson Public Schools	P		Hanson Early Childhood Planning Grant
Hatfield Public Schools	I	2	Developmental Enhancement of Kindergarten
Haverhill Public Schools	I	125	Developmental EC & Enhanced Transitional Program
Heath Public Schools	I	14	Health Early Childhood Program
Holland Public Schools	I	12	Holland Early Childhood Enrichment Program
Holliston Public Schools	I	1	Systems Collaborating to Assess Needed Services
Holyoke Public Schools	I	1234	Holyoke Early Childhood Program
Hull Public Schools	I	12	First Chance
Ipswich Public Schools	P		Ipswich Needs Assessment and Planning Grant
Lanesborough Public Schools	I	25	School Readiness: Fours & Fives
Lawrence Public Schools	I	125	Early Childhood Centers
Leicester Public Schools	I	2	L.E.A.D.
Leverett Public Schools	I	125	Leverett Early Education Project
Lexington Public Schools	I	25	Bridge Developmental Early Education Program
Leyden Public Schools	I	12	Pioneer Early Education Project

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CHAPTER 188: EARLY CHILDHOOD PROGRAM
FISCAL YEAR 1988
GRANTS AWARDED

SCHOOL SYSTEM	GRANT TYPE	PROJECT TYPE	PROGRAM TITLE
Lincoln Public Schools	P		Lincoln Planning Grant for Early Childhood
Longmeadow Public Schools	I	12	Implementing Developmental Curriculum
Lowell Public Schools	I	15	Interagency Collaborative Early Childhood Model
Lunenburg Public Schools	P		Lunenburg Early Integration Project
Lynn Public Schools	I	12	New Beginnings: Making Early Childhood Connections
Lynnfield Public Schools	I	5	Early Childhood Education Project
Malden Public Schools	I	13	Early Developmental Parent Involvement Program
Mansfield Public Schools	P		Kinder-Bound
Marblehead Public Schools	I	2	Enhancing Marblehead's Early Childhood Program
Marshfield Public Schools	I	12	Project Hand-in-Hand
Mashpee Public Schools	P		Mashpee Early Childhood Planning Project
Medford Public Schools	I	14	Medford Early Childhood Programs
Melrose Public Schools	I	12	Preschool & Kindergarten Program in Chapter I
Methuen Public Schools	I	1	Early Childhood Center/Program
Nantucket Public Schools	P		Nantucket Early Paths of Childhood
New Bedford Public Schools	I	12	New Bedford Early Childhood Implementation Grant

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CHAPTER 188: EARLY CHILDHOOD PROGRAM
FISCAL YEAR 1988
GRANTS AWARDED

SCHOOL SYSTEM	GRANT TYPE	PROJECT TYPE	PROGRAM TITLE
Newton Public Schools	I	1	Newton Early Childhood Enrichment Project
North Adams Public Schools	I	2	Early Childhood Program (EACH)
Northampton Public Schools	I	12	Establishing Developmental Early Childhood Program
Northfield Public Schools	I	12	Pioneer Early Education Project
Norwood Public Schools	I	1	Preparing for School Success
Otis Public Schools	I	12	Otis Consolidated Early Childhood Project
Peabody Public Schools	I	1235	Passos Avante Preschool & Kindergarten Program
Pittsfield Public Schools	I	23	Kindergarten Expansion Project
Quincy Public Schools	I	1	Early Start to Success
Raynham Public Schools	P		Raynham Early Childhood Needs Assessment
Reading Public Schools	I		Reading Early Childhood Services
Revere Public Schools	I	1	Early Childhood Transition Program
Rockland Public Schools	I	12	Project EASE: Early Admissions School Experienc
Rowley Public Schools	I	1	Rowley Early Childhood Center
Salem Public Schools	I	12	Salem Developmental Preschool Programs
Salisbury Public Schools	I	15	Salisbury Early Childhood Development Project

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CHAPTER 188: EARLY CHILDHOOD PROGRAM
FISCAL YEAR 1988
GRANTS AWARDED

SCHOOL SYSTEM	GRANT TYPE	PROJECT TYPE	PROGRAM TITLE
Sandwich Public Schools	I	14	Early Childhood Outreach Program
Savoy Public Schools	I	1	Savoy Early Childhood Program
Scituate Public Schools	I	12	Enhancing Your Child's Potential for Development
Sharon Public Schools	I	135	Project Teach
Shirley Public Schools	I	1	Early Childhood Continuation Grant
Shrewsbury Public Schools	I		Shrewsbury's Early Education Project
Shutesbury Public Schools	I	123	Early Childhood Extended Service and Intervention
Somerset Public Schools	I	12	Somerset's Early Education Project
Somerville Public Schools	I	134	Early Childhood Expansion Continuation
Southbridge Public Schools	I	2	Early Childhood Help and Organization (E.C.H.O.)
South Hadley Public Schools	P		Planning for Early Childhood Needs
Springfield Public Schools	I		Springfield's Early Childhood Project
Sudbury Public Schools	I	1	Sudbury's Early Childhood Implementation Plan
Sunderland Public Schools	I	2	Sunderland Developmental Phase II
Taunton Public Schools	I	23	Project A.O.K. (Alternative Offering for Kinder.)
Tisbury Public Schools	I	14	School and Community Early Childhood Education

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CHAPTER 188: EARLY CHILDHOOD PROGRAM
FISCAL YEAR 1988
GRANTS AWARDED

SCHOOL SYSTEM	GRANT TYPE	PROJECT TYPE	PROGRAM TITLE
Truro Public Schools	I	1	Early Learning Experience
Wales Public Schools	I	12	The Wales Early Childhood Enrichment Program
Walpole Public Schools	I	1	Early Childhood Education Project
Ware Public Schools	I	1	First Steps in Education
Warwick Public Schools	I	12	Pioneer Early Education Project
Wayland Public Schools	I	14	The Children's Way
Westfield Public Schools	I	1	Center for Children and Parents
West Springfield Public Schools	I	12	Developmental Early Childhood Program
Westwood Public Schools	P		Cooperative Planning for Early Childhood Education
Whately Public Schools	I	2	Whately Developmental Phase II
Williamsburg Public Schools	I	12	Extended Early Childhood Program
Williamstown Public Schools	I	23	Project Prepare
Winchendon Public Schools	I	1	Winchendon Community Early Childhood Program
Winchester Public Schools	I	5	Developmentally Based Transitional Program
Winthrop Public Schools	P		Assessment and Planning for Young Children
Worcester Public Schools	I	25	Project Kindergarten
Ashfield-Plainfield Regional S.D.	P		Early Childhood Planning Grant

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CHAPTER 188: EARLY CHILDHOOD PROGRAM
FISCAL YEAR 1988
GRANTS AWARDED

SCHOOL SYSTEM	GRANT TYPE	PROJECT TYPE	PROGRAM TITLE
Buckland-Colrain-Shelburne Regional SD	I	1	West County Children's Program
Dennis-Yarmouth Regional S.D.	P		Dennis-Yarmouth Early Childhood Needs Assessment
Dighton-Rehoboth Regional S.D.	P		Early Childhood Planning Grant
Dudley-Charlton Regional S.D.	I	12	Fostering Learning at School and Home
Gateway Regional S.D.	I	1	Gateway Early Childhood Program
Groton-Dunstable Regional S.D.	I	14	Groton-Dunstable Early Childhood Project
Gill-Montague Regional S.D.	I	1	Developing Early Child. Services to Gill-Montague
Hawlemont Regional S.D.	I	12	Hawlemont Early Childhood Program
Narragansett Regional S.D.	I	12	First Few Steps
New Salem-Wendell Regional S.D.	I	1	Swift River Preschool Program
Old Rochester Regional S.D.	I	1	Project GROW
Quabbin Regional S.D.	I	2	New Horizons II
Southern Berkshire Regional S.D.	I	1	Southern Berkshire Early Childhood Program
Northeast Metropolitan Reg. Voc-Tech	I	1	Northeast Children's Enrichment Center

KEY

Grant Type - P= Planning
I= Implementation

Project Type - 1= Preschool
2= Enhanced Kindergarten
3= Extended Day
4= Day Care
5= Transitional

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APPENDIX D

MASSACHUSETTS DEPARTMENT OF EDUCATION
KINDERGARTEN ENTRY AGES IN MASS. PUBLIC SCHOOLS
BASED ON RESPONSES TO AN EARLY CHILDHOOD SURVEY
DECEMBER 1987

SCHOOL SYSTEM	KINDERGARTEN ENTRY AGE CUT-OFF DATE
Abington Public Schools	08/31
Acton Public Schools	12/30
Acushnet Public Schools	09/30
Agawam Public Schools	10/01
Amesbury Public Schools	09/01
Amherst Public Schools	01/01
Andover Public Schools	09/01
Arlington Public Schools	12/31
Ashland Public Schools	12/31
Attleboro Public Schools	09/01
Auburn Public Schools	10/31
Avon Public Schools	09/01
Ayer Public Schools	08/31
Bedford Public Schools	09/30
Bellingham Public Schools	08/31
Belmont Public Schools	12/31
Berkley Public Schools	08/31
Berlin Public Schools	12/31
Billerica Public Schools	12/01
Bolton Public Schools	09/01
Boston Public Schools	09/01
Bourne Public Schools	01/01
Boxborough Public Schools	10/01
Boxborough Public Schools	10/01
Boylston Public Schools	09/01
Braintree Public Schools	12/31
Brewster Public Schools	12/31
Bridgewater Public Schools	08/31
Brimfield Public Schools	12/31
Brookfield Public Schools	12/31
Brookline Public Schools	01/01
Burlington Public Schools	12/31
Cambridge Public Schools	03/31
Canton Public Schools	01/01
Carver Public Schools	09/01
Chatham Public Schools	09/01
Chelmsford Public Schools	10/01
Chelsea Public Schools	12/31
Chesterfield Public Schools	09/01
Clarksburg Public Schools	10/01
Clinton Public Schools	10/01
Cohasset Public Schools	12/31
Concord Public Schools	12/31
Danvers Public Schools	09/01
Dartmouth Public Schools	12/31
Dedham Public Schools	12/31

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MASSACHUSETTS DEPARTMENT OF EDUCATION
KINDERGARTEN ENTRY AGES IN MASS. PUBLIC SCHOOLS
BASED ON RESPONSES TO AN EARLY CHILDHOOD SURVEY
DECEMBER 1987

SCHOOL SYSTEM	KINDERGARTEN ENTRY AGE CUT-OFF DATE
Douglas Public Schools	08/31
Dover Public Schools	10/31
Dracut Public Schools	12/31
Duxbury Public Schools	12/31
East Bridgewater Public Schools	12/31
Eastham Public Schools	12/31
East Longmeadow Public Schools	01/01
Easton Public Schools	08/31
Edgartown Public Schools	09/01
Erving Public Schools	09/01
Essex Public Schools	09/01
Everett Public Schools	12/31
Fairhaven Public Schools	12/31
Fall River Public Schools	12/31
Falmouth Public Schools	12/31
Fitchburg Public Schools	09/01
Florida Public Schools	10/01
Foxborough Public Schools	09/01
Framingham Public Schools	12/31
Freetown Public Schools	12/31
Gardner Public Schools	09/01
Georgetown Public Schools	09/01
Gloucester Public Schools	09/01
Goshen Public Schools	09/01
Grafton Public Schools	09/01
Granby Public Schools	12/31
Granville Public Schools	09/01
Greenfield Public Schools	09/01
Hadley Public Schools	12/31
Halifax Public Schools	09/01
Hancock Public Schools	09/01
Hanover Public Schools	08/31
Hanson Public Schools	08/31
Harvard Public Schools	12/31
Hatfield Public Schools	09/01
Haverhill Public Schools	01/01
Heath Public Schools	08/31
Hingham Public Schools	12/31
Holbrook Public Schools	08/31
Holden Public Schools	08/31
Holliston Public Schools	01/01
Holyoke Public Schools	01/01
Hopedale Public Schools	09/01
Hopkinton Public Schools	12/31
Hudson Public Schools	10/31

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MASSACHUSETTS DEPARTMENT OF EDUCATION
KINDERGARTEN ENTRY AGES IN MASS. PUBLIC SCHOOLS
BASED ON RESPONSES TO AN EARLY CHILDHOOD SURVEY
DECEMBER 1987

SCHOOL SYSTEM	KINDERGARTEN ENTRY AGE CUT-OFF DATE
Hull Public Schools	09/01
Ipswich Public Schools	08/31
Kingston Public Schools	09/01
Lancaster Public Schools	08/31
Lanesborough Public Schools	09/01
Lawrence Public Schools	09/01
Lee Public Schools	10/01
Leicester Public Schools	12/31
Lenox Public Schools	08/31
Leominster Public Schools	08/31
Leverett Public Schools	09/01
Lexington Public Schools	08/31
Lincoln Public Schools	10/01
Littleton Public Schools	09/01
Longmeadow Public Schools	12/31
Lowell Public Schools	12/31
Ludlow Public Schools	10/30
Lunenburg Public Schools	08/30
Lynn Public Schools	01/01
Lynnfield Public Schools	12/31
Malden Public Schools	01/01
Manchester Public Schools	01/01
Marblehead Public Schools	12/31
Marion Public Schools	12/31
Marlborough Public Schools	12/31
Marshfield Public Schools	08/31
Mashpee Public Schools	12/31
Mattapoisett Public Schools	12/31
Maynard Public Schools	10/01
Medfield Public Schools	10/01
Medway Public Schools	12/31
Melrose Public Schools	09/01
Methuen Public Schools	12/31
Middleborough Public Schools	01/01
Middleton Public Schools	01/01
Milford Public Schools	08/31
Millbury Public Schools	12/31
Millis Public Schools	08/31
Milton Public Schools	12/31
Monroe Public Schools	10/01
Monson Public Schools	12/31
Nahant Public Schools	12/31
Nantucket Public Schools	12/31
Natick Public Schools	12/31
Needham Public Schools	12/31
Needham Public Schools	12/31

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MASSACHUSETTS DEPARTMENT OF EDUCATION
KINDERGARTEN ENTRY AGES IN MASS. PUBLIC SCHOOLS
BASED ON RESPONSES TO AN EARLY CHILDHOOD SURVEY
DECEMBER 1987

SCHOOL SYSTEM	KINDERGARTEN ENTRY AGE CUT-OFF DATE
New Bedford Public Schools	01/01
Newbury Public Schools	09/01
Newburyport Public Schools	08/31
Newton Public Schools	12/31
Norfolk Public Schools	08/31
Northampton Public Schools	10/31
North Andover Public Schools	09/01
North Attleboro Public Schools	08/31
Northborough Public Schools	12/31
Northbridge Public Schools	09/01
North Brookfield Public Schools	09/01
North Reading Public Schools	01/01
Norton Public Schools	12/31
Norwell Public Schools	01/01
Oak Bluffs Public Schools	09/01
Orange Public Schools	09/01
Orleans Public Schools	12/31
Otis Public Schools	10/01
Oxford Public Schools	12/31
Palmer Public Schools	01/01
Paxton Public Schools	08/31
Peabody Public Schools	01/01
Pembroke Public Schools	09/01
Petersham Public Schools	08/31
Pittsfield Public Schools	12/01
Plainville Public Schools	08/31
Plymouth Public Schools	09/01
Plympton Public Schools	09/01
Princeton Public Schools	08/31
Provincetown Public Schools	10/01
Quincy Public Schools	12/31
Randolph Public Schools	01/02
Raynham Public Schools	12/31
Reading Public Schools	12/31
Revere Public Schools	01/01
Richmond Public Schools	09/01
Rochester Public Schools	01/01
Rockland Public Schools	12/31
Rockport Public Schools	12/31
Rowley Public Schools	09/01
Rutland Public Schools	08/31
Salem Public Schools	12/31
Salisbury Public Schools	09/01
Sandisfield Public Schools	08/31
Sandwich Public Schools	08/31

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MASSACHUSETTS DEPARTMENT OF EDUCATION
KINDERGARTEN ENTRY AGES IN MASS. PUBLIC SCHOOLS
BASED ON RESPONSES TO AN EARLY CHILDHOOD SURVEY
DECEMBER 1987

SCHOOL SYSTEM	KINDERGARTEN ENTRY AGE CUT-OFF DATE
Savoy Public Schools	10/01
Scituate Public Schools	09/01
Seekonk Public Schools	12/31
Sharon Public Schools	12/31
Sherborn Public Schools	10/31
Shirley Public Schools	09/01
Shrewsbury Public Schools	01/01
Shutesbury Public Schools	09/01
Somerset Public Schools	01/01
Somerville Public Schools	12/31
Southampton Public Schools	09/01
Southborough Public Schools	12/31
Southbridge Public Schools	12/31
South Hadley Public Schools	01/01
Southwick Public Schools	09/01
Springfield Public Schools	09/10
Sterling Public Schools	08/31
Stoneham Public Schools	01/01
Stoughton Public Schools	12/31
Sturbridge Public Schools	12/31
Sudbury Public Schools	10/01
Sutton Public Schools	11/30
Swampscott Public Schools	12/31
Swansea Public Schools	12/31
Taunton Public Schools	08/31
Tewksbury Public Schools	08/31
Tisbury Public Schools	09/01
Truro Public Schools	12/31
Tyngsborough Public Schools	12/31
Uxbridge Public Schools	08/31
Wakefield Public Schools	12/31
Wales Public Schools	01/01
Walpole Public Schools	12/31
Waltham Public Schools	12/31
Ware Public Schools	10/01
Wareham Public Schools	09/30
Warren Public Schools	09/01
Watertown Public Schools	12/31
Wayland Public Schools	12/31
Webster Public Schools	01/01
Wellesley Public Schools	09/01
Westborough Public Schools	12/31
West Boylston Public Schools	09/01
West Bridgewater Public Schools	08/31
Westfield Public Schools	10/01

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MASSACHUSETTS DEPARTMENT OF EDUCATION
KINDERGARTEN ENTRY AGES IN MASS. PUBLIC SCHOOLS
BASED ON RESPONSES TO AN EARLY CHILDHOOD SURVEY
DECEMBER 1987

SCHOOL SYSTEM	KINDERGARTEN ENTRY AGE CUT-OFF DATE
Westford Public Schools	09/01
Westhampton Public Schools	09/01
Weston Public Schools	12/31
Westport Public Schools	09/30
West Springfield Public Schools	01/01
West Tisbury Public Schools	09/01
Westwood Public Schools	12/31
Weymouth Public Schools	12/31
Whitman Public Schools	12/31
Wilbraham Public Schools	08/31
Williamsburg Public Schools	09/01
Williamstown Public Schools	09/01
Wilmington Public Schools	08/31
Winchendon Public Schools	09/01
Winchester Public Schools	09/01
Winthrop Public Schools	01/01
Woburn Public Schools	09/01
Worcester Public Schools	12/31
Wrentham Public Schools	08/31
Adams-Cheshire Regional S.D.	09/01
Ashburnham-Westminster Regional S.D.	08/31
Ashfield-Plainfield Regional S.D.	08/31
Athol-Royalston Regional S.D.	08/31
Berkshire Hills Regional S.D.	09/01
Blackstone-Millville Regional S.D.	12/31
Central Berkshire Regional S.D.	11/01
Dennis-Yarmouth Regional S.D.	10/01
Dighton-Rehoboth Regional S.D.	08/31
Dudley-Charlton Regional S.D.	12/31
Gateway Regional S.D.	09/01
Groton-Dunstable Regional S.D.	09/01
Gill-Montague Regional S.D.	09/01
Hamilton-Wenham Regional S.D.	09/01
Hampshire Regional S.D.	09/01
Hawlemont Regional S.D.	08/31
Mendon-Upton Regional S.D.	08/31
Narragansett Regional S.D.	12/31
New Salem-Wendell Regional S.D.	12/31
North Middlesex Regional S.D.	08/31
Pioneer Valley Regional S.D.	09/01

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MASSACHUSETTS DEPARTMENT OF EDUCATION
KINDERGARTEN ENTRY AGES IN MASS. PUBLIC SCHOOLS
BASED ON RESPONSES TO AN EARLY CHILDHOOD SURVEY
DECEMBER 1987

SCHOOL SYSTEM	KINDERGARTEN ENTRY AGE CUT-OFF DATE
Quabbin Regional S.D.	12/31
Southern Berkshire Regional S.D.	12/30
Spencer E. Brookfield Regional S.D.	12/31
Tantasqua Regional S.D.	12/31

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